

MANUAL FOR DIVISION DIRECTORS OF TESTING



Virginia Spring 2004 Stanford English Language Proficiency Assessment

Grade Clusters

Primary Grades - K-2
Elementary Grades – 3-5
Middle Grades - 6-8
High School Grades - 9-12

Virginia Department of Education
Division of Assessment and Reporting
April 2004

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1. BACKGROUND INFORMATION

As stated in Administrative Superintendent's Memorandum Number 4, dated January 30, 2004, the state-approved English language proficiency assessment for the 2003-2004 school year, as required in Section 1111 (b) (7) of the *No Child Left Behind (NCLB) Act of 2001*, is the Stanford English Language Proficiency (SELP) test developed by Harcourt Assessment, Inc. A separate form of the SELP assessment is available for each of the four grade clusters defined in Virginia's English Language Proficiency Standards of Learning. Listed below are the grades and levels of the SELP tests that will be administered in spring 2004.

Grades	Levels
K-2	Primary
3-5	Elementary
6-8	Middle
9-12	High School

The SELP test assesses the general ability levels of students in critical English language skills through the subtests outlined below.

Subtest	Measures	Format	Administration
Listening	Comprehension of authentic conversational English	Multiple-Choice	Group
Writing Conventions	application of the principles of effective writing (sentence structure, mechanics (capitalization, punctuation, word usage, and spelling))	Multiple-Choice	Group
Reading	Decoding, vocabulary, and comprehension	Multiple-Choice	Group
Direct Writing	Authentic information such as word choice, organization and varied sentence structure, and degree of fluency	Performance	Group
Speaking	Accuracy, fluency, naturalness of speech rate and rhythm, and overall intelligibility	Performance	Individual

IMPORTANT NOTES

- ❖ All SELP subtests are untimed.
- ❖ Due to security concerns, the Virginia Department of Education requests that school and division staff DO NOT "read through and/or take" any of the SELP subtests as suggested in the *Directions for Administering- Primary, Elementary, Middle Grades, or High School* (Examiners' manuals), page 9.
- ❖ The table on page 12 of the *Directions for Administering-* (Examiners' manuals) recommends the preferred order in which the SELP subtests should be given.

2. USE OF THIS MANUAL FOR THE SPRING 2004 ADMINISTRATION

This DDOT's manual describes procedures that should be followed before, during, and after the administration of the Spring 2004 Stanford English Language Proficiency (SELP) test administration.

This manual includes the following information:

- background information of the SELP test
- school division responsibilities for SELP testing
- your responsibilities before, during, and after the testing sessions
- steps for organization and return of response booklets to Harcourt assessment, Inc. after testing is completed.
- appendices for reproduction as necessary

Become familiar with this manual and the SELP Assessment Training Materials distributed to the division-level ESL/Title III Coordinator.

3. SPRING 2004 SELP ASSESSMENT SCHEDULE

Date	Activity	Responsibility
March 5	Fax SELP Assessment Materials Order Form to Harcourt	DDOT
March 12	Deliver Training Materials to ESL/Title III Coordinators	VDOE
March 29 –April 6	Delivery of SELP Assessment Materials to DDOTs	Harcourt
April 5 – 30	First SELP Testing Window – should include all LEP students in grades 3, 5, and 8 who will use this assessment as a substitute for the SOL English: Reading test	School Division
April 5 – June 4	Second SELP Testing Window for Level 1, Level 2, Level 3, Level 4 LEP students in grades K-12, and all LEP students on monitor status who will not use this assessment as a substitute for the SOL English: Reading test.	School Division
By April 16	Delivery of DDOT Kits	Harcourt
May 7	Due date for receipt of response booklets from the first SELP Testing Window at Harcourt in San Antonio, TX	School Division
June 11	Due date for receipt of response booklets from the second SELP Testing Window at Harcourt in San Antonio, TX	School Division
5 weeks from receipt of response booklets	Delivery of score reports to School Divisions – first and second testing windows	Harcourt
June 15	Return the SELP Assessment Division Affidavit to the Virginia Department of Education by fax: (804) 371-8978	DDOT

4. SCHOOL DIVISION RESPONSIBILITIES FOR SELP TESTING

The Division Directors of Testing (DDOT) and English as Second Language (ESL)/Title III Coordinator(s) are encouraged to share responsibilities for the administration of the SELP assessment in the following ways:

4.1 DDOT and ESL/ Title III Coordinators

The DDOT and ESL/Title III Coordinators may jointly determine test dates and schedules including make-up testing sessions; ensure that the response booklets are coded correctly; monitor test administration; and ensure test security guidelines are followed.

4.2 ESL/Title III Coordinators

The ESL/Title III Coordinators are responsible for working with the appropriate school-level staff to identify students to be tested; arrange locations for testing; identify test Examiners/Proctors; receive SELP training materials; and coordinate the training session(s) for Examiners/Proctors.

4.3 Division Directors of Testing

The DDOT are responsible for ordering, receiving, distributing, collecting, and returning the SELP assessment materials (secure and non-secure); identify and resolve test irregularities; and receive and distribute score reports.

4.4 Examiners

Examiners are responsible for administering the SELP tests according to the procedures in the *Stanford English Language Proficiency Test Directions for Administering Primary Level, Elementary Level, Middle Grades Level, or High School Level*; and for ensuring the security of the test materials.

4.5 Proctors

Proctors, if used, are responsible for assisting the Examiners in the administration of the SELP tests according to the procedures in the *Stanford English Language Proficiency Test Directions Administering Primary Level, Elementary Level, Middle Grades Level, or High School Level*; and for ensuring the security of the test materials.

5. DUTIES OF THE DDOT: BEFORE TESTING

5.1 Identify Students to Be Tested

DDOT should work with the ESL/Title III Coordinator or Designee to identify students who are qualified to participate in the SELP assessment.

In its Consolidated State Application, submitted to the U. S. Department of Education (USED) on September 1, 2003, Virginia has further defined limited English proficient (LEP) students as those who are identified as level 1, level 2, level 3, level 4, monitor year 1, or monitor year 2 according to the English Language Proficiency Standards of Learning. At the end of the second year of monitor status, LEP students are classified as non-LEP (formerly LEP).

SELP Reading Subtest May Substitute for the Standards of Learning English: Reading test

While no exemptions from the SOL English: Reading test are allowed for LEP students, there are two categories of LEP students who may use the reading subtest of the SELP assessment as a substitute for the English: Reading SOL test. They are: (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

5.2 Schedule Testing Sessions

Work with the ESL/Title III Coordinator or Designee to establish the testing schedule and appropriate make-up testing schedules for schools in your division.

April 5-30, 2004

Schedule your division's SELP testing window for level 1 and level 2 LEP students for grades 3, 5, and 8; and all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school who will use this assessment as a substitute for the SOL English (in grade 3) and English: Reading (in grades 5 and 8) tests. Response booklets must be shipped to Harcourt Assessment, Inc. in San Antonio, TX by May 7, 2004.

April 5- June 4, 2004

Schedule your division's SELP testing window for level 1, level 2, level 3, and level 4 LEP students in grades K-12; and all LEP students on monitor status who will not use this assessment as a substitute for the SOL English (in grade 3) or English: Reading (in grades 5 and 8) tests. Response booklets must be shipped to Harcourt Assessment, Inc. in San Antonio, TX by June 11, 2004.

Make-up Testing Sessions

The SELP make-up testing sessions are to be completed according to your division's make-up testing schedule as long as the schedule affords each student an adequate opportunity to take the missed test(s) on a make-up basis. Your make-up schedule must also allow time for assembly and shipment of all scorable response booklets by the due dates outlined above. Score reports will be returned to school divisions within five weeks after Harcourt's receipt of alert-free scorable response booklets.

5.3 Review Procedures for Ensuring Test Security

Each school division must ensure the security and accountability of all SELP test materials from the time of receipt until all testing is completed. Within the division, the DDOT has primary responsibility for security of test materials. See Appendix A.

NOTE: WITHOUT EXCEPTION, all copies of the secure test booklets and used response booklets must be kept in secure, locked storage at all times when they are not in use in an actual testing session.

5.4 Complete SELP Assessment Security Agreements

The DDOT should collect and maintain the completed Examiner's/Proctor's Test Security Agreements, Appendix B; *School Test Security Agreement*, Appendix C; and *Division Test Security Agreement*, Appendix D.

5.5 Receive and Verify Division Secure/Non-Secure Test Materials

Harcourt will ship directly to the DDOT the SELP testing materials (secure and non-secure). These shipments are to be delivered by March 29 – April 6, 2004. The division bulk shipment will contain materials ordered for all schools. Verify receipt of materials. (See Appendix E). You will need to sort materials for your schools.

5.5.1 Packaging of SELP testing materials

Test booklets will be packaged in 10”s with *Directions for Administering* to be shipped as singles. These materials will be shipped directly to the DDOT for distribution to the schools.

5.5.2 DDOT kit of ancillary materials

The DDOT kit includes ancillary materials that will be needed for packaging and returning the division’s response booklets for scoring. Your DDOT kit will include:

- Division Master File Sheet
- Pre-printed Scoring Service Identification (SSID) Sheets
- Blank Scoring Service Identification (SSID) Sheets
- Paper-bands for bundling response booklets
- Orange scorable labels
- Shipping labels for returning response booklets for scoring

5.6 Distribution of Materials to Schools

The secure SELP test booklets should be delivered to any given school within **24-96 hours (or 1-4 school days) prior** to the date of testing. A copy of the *SELP School Test Booklet Transmittal Form/Affidavit* must be completed and delivered to each designated School Coordinator at the same time as the test booklets. Complete instructions are outlined on the form. See Appendix H. This form is to be used to sign test booklets “Out” and “In” to each Examiner.

5.7 Prepare Local Instructions

The following information may be addressed in the DDOT’s local instructions to the school Principal, ESL /Title III Coordinators or Designees.

Topics may include, but not limited to the following:

- responsibilities of School-level Coordinator and Examiners/Proctors
- tests to be administered
- security requirements

NOTE: Due to security concerns, VDOE requests that school/division staff **DO NOT** “read through and/or take” any of the SELP subtests as suggested in the *Directions for Administering* (Examiners’ manuals), page 9.

- procedures for the school to notify DDOT if the testing schedule must change
- provision of appropriate accommodations for students based on their IEP or 504 plans or the LEP documentation
- effective proctoring of testing sessions
- handling testing irregularities
- organizing and packing materials for return to the DDOT.

5.7.1 Coding of student demographic information on response booklet

- Student Demographic Information must be coded on the demographic page located on the back cover of the test booklet for the *Primary Level* (grades K-2)
- Student Demographic Information must be coded on the response booklet for *Elementary Level* (grades 3-5); *Middle Grades Level* (grades 6-8); and *High School Level* (grades 9-12)
- Review and follow *Instructions for Teachers/Examiners* regarding the coding of student demographic information (See Appendix I, pages 32-33)

5.7.2 Coding “Other Information” on student demographic page

Review and follow *Instructions for Teachers/Examiners* regarding the coding of student demographic information (See Appendix I, page 34)

5.7.3 Special test accommodations (See Appendix J)

NOTE: If the “read aloud” accommodation was received for the reading subtest, grid “0” on the SELP response booklet. (See Appendix I, *Code Other Information*, Column G, page 34)

It is not necessary to audiotape the “read aloud” accommodation administration.

5.7. 4 Additional coding “For Teacher Use Only” section

Box #13-17 – LEAVE BLANK

5.7.5 Use of Pre-Identification (Pre-ID) labels

(For detailed information, see Appendix K.)

If your school division has elected to use Pre-ID labels, please give special attention to the following:

- Check that labels are placed accurately as shown in Appendix I, page 32;
- Apply one label to the demographic page located on the back cover of the student test booklet in grades K – 2; or
- Apply one label to the demographic page located on the back cover of the student response booklet in grades 3 – 12.

5.7.6 Scoring Service Identification (SSID) Sheet

An SSID sheet (more commonly, “header sheet”) – must be completed for each class or group of documents by grade (i.e., K, 1, 2, 3, 4, 5 and so on). Most of the information has been preprinted. Use a No.# 2 pencil to complete the form. Please be careful not to mix grades within a group of response booklets behind an SSID sheet, see Appendix I. page 36-37. It is important that the number of response booklets placed under the SSID sheet is the same number gridded on the front side.

6. DUTIES OF THE DDOT: DURING TESTING

You should be available for questions and problem resolution during the daily administration of the SELP. Ensure that each school's test schedule is being met and that all secure materials are being handled properly by both the School Coordinator and Examiners.

- Maintain a Contingency Plan
- Monitor Test Administration

6.1 Identify and Resolve Testing Irregularities

The Examiners will be instructed to report immediately to the School Coordinator and then to the DDOT any testing irregularities. As DDOT, you will be called upon to resolve or mediate suspected or reported irregularities. A testing irregularity is any occurrence that may inappropriately influence a student's performance. Examples of testing irregularities include but are not limited to:

- a student becomes ill during testing
- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to a student
- testing accommodations specified in a student's IEP or 504 management plan are not provided
- a student is provided an accommodation that is not specified in her/his IEP or 504 management plan
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used response booklet is missing or
- any unused/unassigned test booklet is missing.

All testing irregularities must be recorded on the *Test Irregularity Form* (see Appendix L) and submitted to the DDOT **within 24 hours of occurrence**.

In order to process the testing irregularities, it is important to:

- write legibly (please PRINT the description)
- complete the division and school code
- include the name of each student involved **ONLY** if the student needs to be retested with an alternate form
- include the correct form number.

While DDOTs are encouraged to resolve specific test irregularities, there may be times when it will be necessary to submit an irregularity to the Virginia Department of Education (VDOE) for resolution. When it is

necessary to request resolution from the VDOE, sign the *Test Irregularity Form* in the appropriate space and fax it to the Division of Assessment and Reporting at 804/371-8978. Again, this must occur within 24 hours of your receipt of an irregularity report from a school.

6.2 Make-Up Testing Sessions

Make-ups must occur within the testing window. Score reports will be returned to school divisions within five weeks after Harcourt's receipt of scorable response booklets.

7. SPECIFIC DUTIES OF THE DDOT: AFTER TESTING

7.1 Receive Scorable Response Booklets

After testing is completed, the DDOT will be responsible for the prompt and secure receipt of all test materials from each school.

Bundled groups of scorable response booklets including copies of completed forms must be received in your office for a given school as soon as its testing sessions, including make-ups, have concluded.

7.2 Verify Scorable Response Booklets

Working with one school's materials at a time, separate the response booklet bundles and verify accuracy and completeness of the student demographic page to ensure proper and timely scoring of answer documents.

7.2.1 Paper-banded groups of response booklets

Each bundle of response booklets should be wrapped with a paper-band. The following information must be printed in the appropriate spaces on each bundle's paper-band. (See Appendix I, page 36)

- Print the school's name in the space marked "School_____ " on the paper-band.
- Print the grade of the students whose response booklets are in the bundle in the space marked "Grade:_____ " on the paper-band.
- Sequentially number the groups of documents for each grade level in a school building. Print this information in the space provided on the paper-band, "___1___ of ___XX___."

7.3 Check Scoring Service Identification (SSID) Sheets

There must be one pre-printed SSIDs for every paper-banded bundle (See Appendix I, page 37).

- The SSIDs must be the scannable SSIDs received from Harcourt in the DDOT kit. If any photocopied SSIDs are found please have it replaced with an actual sheet.
- Sides 1 and 2 of each SSID must be completed properly, i.e., all information gridded accurately.

SIDE 1

- | | |
|--|---|
| a. SYSTEM | Print the name of your division |
| b. CITY | Print the name of your city |
| c. STATE | Print VA |
| d. SCHOOL | Print the full school name |
| e. GRADE | Print grade tested |
| f. TEST DATE(S) | Leave Blank |
| g. TEACHER, COUNSELOR,
OR, GROUP | Leave Blank |
| h. GRADE | Grid the bubble for the grade
tested |
| i. SCHOOL NAME | Print and grid the school name |
| j. NUMBER OF DOCUMENTS | Print and grid the number of
response booklets being
returned |
| k. SCHOOL CODE | Leave blank |
| l. Otis-Lennon SEPARATE
DOCUMENTS TAKEN
YES/NO | Leave blank |
| m. CALCULATOR NORMS | Leave blank |

SIDE 2

- | | |
|--------------------------------------|---------------------------------|
| a. Teacher, Counselor, or Group Name | Grid and print the correct name |
| b. Group Code | Leave blank |
- Verify that all information is correct.
 - Make sure that the grade matches that bundle of response booklets.
 - Make sure that there are not mixed grades behind one header sheet.

7.4 Check Proper Orientation of Scorable Response Booklets

- Side 1 of the SSID Sheets must face up with black “timing tracks” along the left edge.
- Response booklet’s demographic page must face up with “timing tracks” also along the left edge.

7.5 Pack Scorable Response Booklet

Pack the scorable response booklets in the Harcourt boxes in which the test materials arrived. These boxes have been designed to ship materials

both from and returned to Harcourt. The highest grade-level completed group of response booklets should be placed in the bottom of the box with each subsequent grade-level on top.

7.6 Complete Division Master File Sheet

- Verify that the number of groups for each grade level in every school has been recorded on the Division Master File Sheet (more information to arrive in DDOT kit).
- Once packing of all boxes is completed, place the Division Master File Sheet at the top of the box labeled “1 of X”.

7.7 Ensure Proper Sequence for Packing Scorable Response Booklets

Schools and grade levels should be boxed in the order in which they are listed on the Division Master File Sheet. Materials from different schools or different grade levels must not be intermixed. Boxes may be filled by putting more than one school’s materials into a single box as long as the materials remain in proper sequence.

7.8 Ship Scorable Response Booklets

Please return scorable response booklets according to the schedule outlined in Section 3 of this manual.

- Use sturdy shipping cartons (if they remain in good condition, you can reuse those in which your materials were delivered). If needed, securely tape all edges of boxes to ensure that they do not break open in shipment.
- If any carton is not completely full, fill the empty space with crumpled paper. Do not use plastic or Styrofoam “peanuts.”
- Affix the ORANGE VA SELP label shipped to you in your DDOT kit to the top of each sealed carton. On each label, enter the name of your school division in corresponding blank.
- Count the cartons. Then, in the space provided on the label, number the cartons sequentially. Begin with the carton that contains the Division Master File Sheet. This carton will be “1 of X”, with remaining cartons numbered “2 of X”, “3 of X”, and so on.
- Use the UPS shipping labels that were contained in your DDOT kit. Complete and affix one shipping label to each carton.

7.9 Arrange UPS Pick-Up of Scorable Response Booklets

Please remember the following important points:

- There is a deadline for receipt of scorable response booklets to Harcourt for each testing window.
- You will need to contact UPS the day before you expect to have your shipment ready. Be sure to tell the Customer Service Representative that the shipment is to be paid for by Harcourt (Receiver of the Shipping Document), and that you will be using preprinted shipping labels. If your building closes before 5 P.M. be sure to instruct UPS to arrive prior to 3 P.M.
- The Scoring Center's address and Harcourt's billing account codes are preprinted on the UPS Shipping Document. To avoid billing, use the UPS shipping labels that were enclosed in your DDOT kit.
- Make sure scorable response booklets are shipped to this address:

**Harcourt Assessment Inc.
Scoring Center
19500 Bulverde Road
San Antonio, TX 78259**

- Before the UPS driver arrives, double-check the following:
 - Has a ORANGE VA SELP label been completed (including the carton number) and affixed to the top of each box?
 - Has a UPS shipping label been completed and affixed to each carton?
 - Store the sealed boxes in a locked, secure area until the UPS driver arrives. **Drivers have been instructed to pick-up materials from the main office.** Make sure that someone will be on-site to meet the driver if you must leave. If you designate someone else to handle this UPS pickup, please provide this individual a copy of these instructions.

7.10 Verify Receipt of All Required Forms from Schools
(See Appendices)

- Examiner's/Proctor's Test Security Agreements
- School Test Security Agreement
- School Verification of Receipt of Testing Materials/Re-Order Form
- School Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit
- School Affidavit

7.11 Complete and Return the Division Affidavit
(See Appendix N)

The DDOT should complete and return the SELP Assessment Division Affidavit by **June 15, 2004 to:**

**Virginia Department of Education
Division of Assessment and Reporting
FAX: (804) 371-8978**

7.12 Review Disposition of SELP Test Materials
(See Appendix O)

The local School Coordinator or Designee has been instructed to dispose of the following materials per your instructions:

- voided response booklets
- unused SSIDs.
- unused paper bands
- unused return labels and UPS shipping labels

7.13 Inventory and Store Reusable Test Materials

Using the *SELP School Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit* and the *Division Verification of Receipt of Testing Materials/Inventory Record*, verify that all test booklets have been returned to you. Test booklets and unused response booklets should be stored in a locked area upon receipt. Retain the SELP School Test Booklet Transmittal Forms in your files.

Remember that any lost test booklets must be reported to the Department of Education as a testing irregularity as soon as the problem is identified. If proper security procedures are maintained, this should be a very rare occurrence.

THANK YOU

We appreciate your time and effort in participating in the
Stanford English Language Proficiency
Assessment

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APPENDIX A
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment

TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Stanford English Language Proficiency (SELP) tests in determining what actions may compromise test security or score validity. This list is not intended to include all possible actions that might violate the SELP security procedures.

1. Students must never be exposed to test items or to the answers to test items prior to or following test administration. Using test items in any form (including rewording test items) is **STRICTLY PROHIBITED**.
2. The tests must be administered to students strictly in accordance with the instructions outlined in the SELP Examiner's Manuals. Directions must be read to students exactly as they are written.
3. No test item that will be scored to obtain student test results shall be used as a sample practice item for learning how to mark responses. Sample items are included in the SELP Examiner's Manuals to familiarize students with the format of the items and the procedures for marking their answers.
4. Photocopying of **ALL OR ANY PART** of an SELP test booklet or taking notes about items included on the test is **STRICTLY PROHIBITED**.
5. All persons are prohibited from providing students with the answers to test items at any time (before, during, or after test administration has been completed). This includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal and/or non-verbal form (including chalkboards, charts, and bulletin boards).
6. All persons are prohibited from changing students' answers to test items, either by providing hints or clues to wrong answers during test administration or by erasing or correcting answers recorded by the student.
7. All known violations of the SELP test security procedures shall be reported In writing; signed by the reported; and addressed to the Division Assessment and Reporting, Virginia Department Education. The Virginia Department of Education shall coordinate infractions and take action as necessary.

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APPENDIX B

Virginia Department of Education Virginia Spring 2004 Stanford English Language Proficiency Assessment

EXAMINER'S/PROCTOR'S TEST SECURITY AGREEMENT

I acknowledge that I will have access to the *Stanford English Language Proficiency Test Series*, for the purpose of administering this tests, I also acknowledge that I have read and understand the "Test Security Guidelines."

I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows:

- ❶ I will not divulge the contents of the test, generally or specifically to anyone.
- ❷ I will not copy any part of the test.
- ❸ I will not allow access to the test materials to any student or to any other person not so authorized by the School Coordinator.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

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APPENDIX C
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
SCHOOL TEST SECURITY AGREEMENT

School Name: _____

The Virginia school named above acknowledges that the *Stanford English Language Proficiency Test Series* are secure and agrees to the following conditions of use to ensure the test's security:

1. a) The school will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.

b) All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed by the Division Director of Testing and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.
2. a) The school will keep the test booklets in locked storage, except on actual testing dates, limiting access to those responsible for their security and to students taking the test.

b) Secure student test booklets will be delivered to schools no earlier than 24-96 hours (1-4 school days) prior to testing. The School Coordinator will deliver the test booklets to Examiners no sooner than the date of testing.

c) Test booklets will be kept secure until they are actually distributed to students.

d) In no case will students be permitted to remove test materials from the room where testing takes place.
3. The school will not disclose or allow to be disclosed the contents of, or the scoring keys to, the test instrument.
4. Upon completion of testing, the school will ensure that all test materials are returned by school personnel to the Division Director of Testing.

By signing this agreement, I am assuring Harcourt Assessment, Inc. and the Virginia Department of Education that I, and anyone having access to the SELP test materials will abide by the above conditions.

Signed: _____
School Principal or Designee

Print Name: _____

Date: _____
This page may be photocopied.

APPENDIX D
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
DIVISION TEST SECURITY AGREEMENT

Division Name: _____

The Virginia school division named above acknowledges that the *Stanford English Language Proficiency Test Series* are secure and agrees to the following conditions of use to ensure the test's security:

2. a) The school division will take all necessary precautions to safeguard all test materials by limiting access to persons within the school division with a responsible, professional interest in the test's security.
- b) All persons having access to the materials (other than students to whom the test is administered) will complete and sign the appropriate security agreements, affidavits, and transmittal forms as instructed by the Division Director of Testing, and will observe all other security-related procedures established and required by the Virginia Department of Education. Copies of all completed forms and affidavits will be kept on file in the school division office.
2. a) The school division will keep the test booklets in locked storage, except on actual testing dates, limiting access to those responsible for their security and to students taking the test.
- e) Secure student test booklets will be delivered to schools no earlier than 24-96 hours (1-4 school days) prior to testing. The School Coordinator will deliver the test booklets to Examiners no sooner than the date of testing.
- f) Test booklets will be kept secure until they are actually distributed to students.
- g) In no case will students be permitted to remove test materials from the room where testing takes place.
3. The school division will not disclose or allow to be disclosed the contents of, or the scoring keys to, the test instrument.
4. Upon completion of testing, the school division will ensure that all test materials are returned by school personnel to the Division Director of Testing.

By signing this agreement, I am assuring Harcourt Assessment, Inc. and the Virginia Department of Education that I, and anyone having access to the SELP test materials will abide by the above conditions.

Signed: _____
Division Director of Testing

Print Name: _____

Date: _____

This page may be photocopied.

APPENDIX E
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
Division Verification of Receipt of Testing Materials/Inventory Record

Division Name: _____

Directions: Verify the quantity received (by packages) and compare with the packing list. Record quantity. Verify and record the quantity (by booklet) returned from schools for inventory record. If applicable note the reason for any discrepancy. *Maintain this information in the division file.*

Grade	Level	SELF Testing Materials	Quantity Received from Harcourt	Inventory Record
				Quantity Returned from Schools after Testing
K-2	Primary	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Speaking Booklets		
		Directions for Administering		
3-5	Elementary	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Directions for Administering		
6-8	Middle Grades	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Directions for Administering		
9-12	High School	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Directions for Administering		

DDOT: _____ Date: _____

Signature

This page may be photocopied.

APPENDIX F
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
School Verification of Receipt of Testing Materials/Re-Order Form

School Name: _____

Directions: Open each package of materials and count the number of test and response booklets received from the DDOT. Record the quantity and provide a copy of this verification to the DDOT. If additional testing materials are needed, complete the Re-Order column and FAX to DDOT at: _____. Please allow 3-5 business days for delivery.

Grade	Level	SELF Testing Materials	Quantity Received from DDOT	Re-Order Additional Materials if Needed
K-2	Primary	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Speaking Booklets		
		Directions for Administering		
3-5	Elementary	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Directions for Administering		
6-8	Middle Grades	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Directions for Administering		
9-12	High School	Test Booklets (10/Pkg)		
		Response Booklets (10/Pkg)		
		Directions for Administering		

School Coordinator: _____ Date: _____
 Signature

This form may be photocopied.

Appendix G
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
Division Re-Order Form
Non-Secure Materials

FAX TO:

Harcourt Virginia SELF Program Coordinator -Toll-Free Fax: 1-877-705-1802

Date: _____ **No. Pages:** _____

School Division: _____ **Division Number:** _____

DDOT Name: _____ **Phone:** _____
(Please Print)

Directions: If additional test materials that are provided by VDOE are needed from Harcourt Assessment, Inc., compile re-orders from all schools within the division. Complete Sections 1 and/or 2 of this form. To order, fax this form to Harcourt as soon as possible. Please allow 3-5 business days for delivery. To order other SELP testing materials not provided by VDOE, Contact the Virginia SELP Program Coordinator at _____.

Section 1: Reorder of Non-Secure materials – provide total quantities for the division below.

SELP Non-Secure Materials	Quantity Ordered
DDOT's Testing Manual	
Directions for Administering - Primary Level	
Directions for Administering - Elementary Level	
Directions for Administering - Middle Grades Level	
Directions for Administering - High School Level	
Division Master File Sheet	
Blank SSID (Header Sheets)	
Paper Bands	
Return Labels	
UPS Shipping Labels	

This form may be photocopied.

Appendix G
Virginia Spring 2004 Stanford English Language Proficiency
Assessment

Division Re-Order Form
Secure Materials

FAX TO:

Harcourt Virginia SELF Program Coordinator -Toll-Free Fax: 1-877-705-1802

Date: _____ **No. Pages:** _____

School Division: _____ **Division Number:** _____

DDOT Name: _____ **Phone:** _____
(Please Print)

Section 2: Reorder of Secure materials – If additional testing materials are needed, provide total quantities needed for the division below.

Grade Cluster	Level	SELP Testing Materials	Qty	Comments
K-2	Primary	Test Booklets (10/Pkg)		
		Response Booklet (10/Pkg)		
		Speaking Booklet		
3-5	Elementary	Test Booklets (10/Pkg)		
		Response Booklet (10/Pkg)		
6-8	Middle Grades	Test Booklets (10/Pkg)		
		Response Booklet (10/Pkg)		
9-12	High School	Test Booklets (10/Pkg)		
		Response Booklet (10/Pkg)		

This form may be photocopied

APPENDIX H
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
School Coordinator's/Examiner's Test Booklet Transmittal
Form/Affidavit

Division: _____ **School:** _____ **Grade Cluster** _____

DIRECTIONS: Use this form to sign test booklets "Out" and "In" to Examiners in your school. List each Examiner's name in the far-left column. Use the second column to list the number of booklets assigned to each Examiner. The Examiner should initial the "OUT" column each day when receiving test booklets. The School Coordinator should initial the "IN" column at the end of each day when test booklets are returned. Both the Examiner and School Coordinator should count /verify the number of booklets distributed before initialing this form. Please note all "In and Out" columns may not be needed. After testing is completed, each Examiner should read the security statements on the back of this form and sign the "Examiner's Affidavit" column certifying that the security agreement was followed.

Examiner's Name (Print)	Test Bks Qty	Day 1 OUT	Day 1 IN	Day 2 OUT	Day 2 IN	Day 3 OUT	Day 3 IN	Day 4 OUT	Day 4 IN	Examiner's Affidavit (Signature)

This form may be photocopied.

Examiner's Affidavit

1. I administered the Stanford English Language Proficiency test(s) according to the directions in the Examiner's Manual.
2. I kept all materials secure when in my possession.
3. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
4. I have read the statements above and understand that I am certifying that they are true.

Examiners are to sign the "Examiner's Affidavit column on the front side of this page only AFTER reading statements 1-4 above.

APPENDIX I

Virginia Spring 2004

Stanford English Language Proficiency Assessment INSTRUCTIONS FOR TEACHERS/EXAMINERS



Before Testing

Materials Required for Testing

Teacher/Examiner

- Directions for Administering (one per Examiner)
- Speaking Booklet for Administration of the Speaking Test (one per Examiner grades K-2)
- Test Booklet (one per student)
- Response Booklets (one per student grades 3-12)
- Pre-Identification Labels (if being used by your school division)
- No. 2 pencils with erasers

Student

- Test Booklet
- Response Booklet (grades 3 – 12)
- No. 2 pencil with eraser

Coding Student Information

Applying Pre-Identification (Pre-ID) Labels

- Pre-ID Labels are used to eliminate the task of hand bubbling student demographic information. If your school division has elected to use Pre-ID Labels, please affix them as shown below.
- Apply one label to the demographic page located on the back cover of the student test booklet in grades K – 2 or
- Apply one label to the demographic page located on the back cover of the student response booklet in grades 3 – 12
- You will be required to code "Other Information" on as outlined in Student Demographic section on the following page.

Student Demographic Page

The form is titled 'Elementary Level Form A' and contains the following sections:

- 1. STUDENT NAME:** LAST NAME, FIRST NAME, MI.
- 2. DATE OF BIRTH:** Month, Day, Year.
- 3. GENDER:** Male, Female.
- 4. RACE/ETHNICITY:** Multiple choice options including American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, White, and Other.
- 5. GRADE:** Multiple choice options from K to 12.
- 6. STUDENT NUMBER:** A grid for bubbling in the student number.
- 7. OTHER INFORMATION:** A grid for bubbling in other information.
- 8. SPECIAL SERVICES:** Multiple choice options.
- 9. SPECIAL CONDITIONS:** Multiple choice options.
- 10. ENGLISH PROFICIENCY STATUS:** Multiple choice options.
- 11. EC STATUS:** Multiple choice options.

A red arrow points to the 'OTHER INFORMATION' section with the text 'Required'.

Instructions
Below

Required

Hand Coding Student Information

- Student Demographic Information must be coded on the demographic page located on the back cover of the test booklet for grades K-2, or the response booklet for grades 3-12. Please bubble according to the specifications listed below.
- Bubble the following information for students without Pre-ID labels

- Box #1 **Print** student name, teacher, school, school district, gender, grade, date of birth, and the date of the first day of testing
- Box #2 Bubble Last Name, First Name, MI
- Box #3 Bubble Date of Birth
- Box #4 Bubble Gender
- Box #5 Bubble Race/Ethnicity
- Box #6 Bubble Grade
- Box #7 Bubble Student Number**-This box only accommodates 10 digits, bubble the **First Ten Digits** of the Student I.D. #
- Box #8 Bubble the Last Two Digits** of the Student I.D. # in Columns A and B respectively

Student Demographic Page

The image shows a sample of a Student Demographic Page from a test booklet. The page is titled "Middle Grades Level Form A" and contains various sections for student information. Handwritten entries include: Student Name (Ruiz, Anna C), Teacher (Mrs. Smith), School (Glebe Elementary), School District (Arlington Public Schools), Gender (F), Grade (5), Date of Birth (6/11/94), and Date of First Day of Testing (6/11/94). The page includes a large grid for bubbling in student information, a section for Special Services and Special Conditions, and a section for English Proficiency Status. A barcode is visible on the right side. A blue arrow points to a dashed box labeled "Place Pre-ID Label Here".

Coding “Other Information” on Student Demographic Page

You must code the “Other Information” section **Box 8** for all students as follows:

Column C – Leave Blank

Column D – Limited English Proficiency (LEP) Level

Bubble 1 = Level 1 (Required to take all four subtests of the SELP)

Bubble 2 = Level 2 (Required to take all four subtests of the SELP)

Bubble 3 = Level 3 (Required to take all four subtests of the SELP)

Bubble 4 = Level 4 (Required to take all four subtests of the SELP)

Bubble 5 = Monitor Year One (Required to take reading and writing subtests of SELP)

Bubble 6 = Monitor Year Two (Required to take reading and writing subtests of SELP)

Column E – Substitute for SOL English: Reading Test

There are two categories of students that may use the SELP as a substitute for the English: Reading SOL. (1) LEP students at proficiency level one and level two in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency leveling grades 3, 5, and 8 during their first of enrollment of a U.S. school.

Bubble 0 = Yes, the reading subtest of SELP is being used as a substitute for the SOL English (in grade 3) and English: Reading (in grades 5 and 8) tests

Column F – Number of Years Student has lived in the United States

You must complete this grid if the student has been in the U.S. less than one year. Otherwise, completion of this grid is optional.

Bubble 1 = 1 year or less

Bubble 2 = 2 years

Bubble 3 = 3 years

Bubble 4 = 4 years

Bubble 5 = 5 years or more

Column G – Read Aloud Accommodation Received

Bubble 0 = Yes, Student Received A Read Aloud Accommodation on the reading subtest

Columns H – J – Leave Blank

AFTER TESTING

8 OTHER INFORMATION										
A	B	C	D	E	F	G	H	I	J	
2	3		2	0	4					
0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9
0	0	0	0	0	0	0	0	0	0	0

The sample coding identifies this student as:

- Level 2
- Substitute for SOL reading test
- Living in the U.S. four years
- Did not receive a read aloud

Boxes #9 – #12. – Leave Blank

Additional Coding

- **FOR TEACHER USE ONLY** Section

Box #13-17 – Leave Blank

FOR TEACHER USE ONLY																					
13 Screening Test Results <input type="radio"/> Ineligible Student	16 Years of Schooling in U.S. Schools <input type="radio"/> One year or less <input type="radio"/> Two years <input type="radio"/> Three years <input type="radio"/> Four years <input type="radio"/> Five years or more																				
14 Purpose of Test <input type="radio"/> Placement/Identification <input type="radio"/> Outcome/Yearly Progress	17 Student's Home Language <table border="0"><tr><td><input type="radio"/> Arabic</td><td><input type="radio"/> Japanese</td></tr><tr><td><input type="radio"/> Armenian</td><td><input type="radio"/> Khmer</td></tr><tr><td><input type="radio"/> Bosnian</td><td><input type="radio"/> Korean</td></tr><tr><td><input type="radio"/> Croatian</td><td><input type="radio"/> Mandarin</td></tr><tr><td><input type="radio"/> Farsi</td><td><input type="radio"/> Polish</td></tr><tr><td><input type="radio"/> Filipino</td><td><input type="radio"/> Portuguese</td></tr><tr><td><input type="radio"/> Haitian (Creole)</td><td><input type="radio"/> Russian</td></tr><tr><td><input type="radio"/> Hindi</td><td><input type="radio"/> Spanish</td></tr><tr><td><input type="radio"/> Hmong</td><td><input type="radio"/> Vietnamese</td></tr><tr><td></td><td><input type="radio"/> Other</td></tr></table>	<input type="radio"/> Arabic	<input type="radio"/> Japanese	<input type="radio"/> Armenian	<input type="radio"/> Khmer	<input type="radio"/> Bosnian	<input type="radio"/> Korean	<input type="radio"/> Croatian	<input type="radio"/> Mandarin	<input type="radio"/> Farsi	<input type="radio"/> Polish	<input type="radio"/> Filipino	<input type="radio"/> Portuguese	<input type="radio"/> Haitian (Creole)	<input type="radio"/> Russian	<input type="radio"/> Hindi	<input type="radio"/> Spanish	<input type="radio"/> Hmong	<input type="radio"/> Vietnamese		<input type="radio"/> Other
<input type="radio"/> Arabic		<input type="radio"/> Japanese																			
<input type="radio"/> Armenian	<input type="radio"/> Khmer																				
<input type="radio"/> Bosnian	<input type="radio"/> Korean																				
<input type="radio"/> Croatian	<input type="radio"/> Mandarin																				
<input type="radio"/> Farsi	<input type="radio"/> Polish																				
<input type="radio"/> Filipino	<input type="radio"/> Portuguese																				
<input type="radio"/> Haitian (Creole)	<input type="radio"/> Russian																				
<input type="radio"/> Hindi	<input type="radio"/> Spanish																				
<input type="radio"/> Hmong	<input type="radio"/> Vietnamese																				
	<input type="radio"/> Other																				
15 Subtests Taken <input type="radio"/> All subtests <input type="radio"/> All subtests except Writing <input type="radio"/> Listening and Speaking (for grades K and 1 only)																					

50243 15

Organizing Scorable Documents

You will need a Scoring Service Identification Sheet (“SSID,” or more commonly, “header sheet”) and a paper band to organize the scorable documents. Samples of the paper band and assembly diagram are displayed below. The instructions for completing the SSID are outlined below as well. A sample of the SSID can be found on the following page.

- Organize documents by school, by grade, and by class
- Use a No.# 2 Pencil to complete the SSID Sheet form
- Do not mix grades within a group
- Do not send photocopies of the SSID Sheet for processing

Complete Both Sides of the SSID Sheet According to the Instructions Below

Side 1:

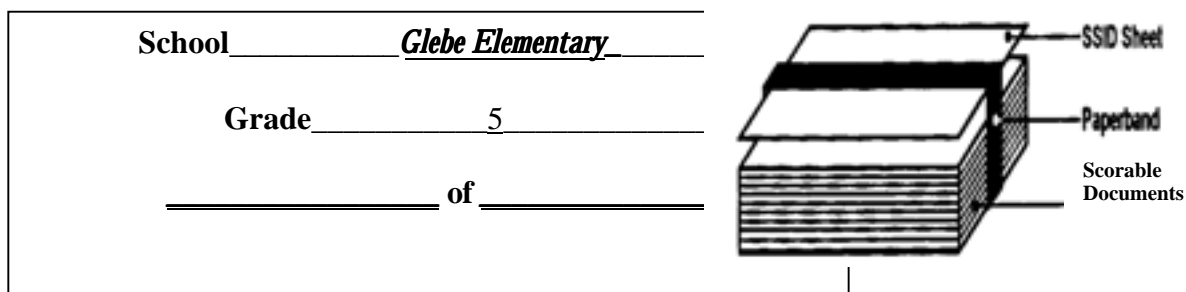
- Print system name, city, state, school, grade, test date, and teacher name
- Bubble Grade Level and School Name
- Bubble number of documents “0032” – right justify
- “For Scoring Center Use” – Leave Blank
- *School Code – Bubble the first three digits of the state assigned Division Code*
- *Skip three columns and bubble the four digit school code*
- “Otis-Lennon Separate Documents Taken?” - Leave Blank
- “Calculator Norms” – Leave Blank
- “For Scoring Center Use” – Leave Blank

Side 2:

- “If You Are Using This Side Please Mark This Circle” – darken this bubble
- “Teacher, Counselor, or Group Name” - Bubble Teacher Name (if you want the teacher name to appear on the reports)
- “Group Code” – Leave Blank

Paper-band each group of documents together and return to the designated school coordinator

- A completed Scoring Service Identification Sheet should be on top of the stack of booklets
- Label the paper-band with school name and grade only.



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Harcourt Educational Measurement
A Harcourt Assessment Company

SCORING SERVICE IDENTIFICATION SHEET

FOR USE WITH NWEA DOCUMENTS
(NWEA DOC. NO. 8-1-0001)

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS SHEET ARE GIVEN IN THE MATERIALS PROVIDED FOR THE TEST OR SURVEY BEING ADMINISTERED. PLEASE READ THEM.

PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM Arlington Public Schools

CITY Arlington STATE VA

SCHOOL Glebe Elementary

GRADE 5 TEST DATE(S) April 12, 2004

TEACHER, COUNSELOR OR GROUP Smith

SCHOOL NAME _____

GRADE _____

PRE-K _____

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

SEE ONLY WITH PAPERWORK ATTACHED

UNPAPERWORK _____

OTHER DOCUMENTS (PAPERWORK DOCUMENTS) _____

YES _____

NO _____

NUMBER OF DOCUMENTS _____

FOR SCORING CENTER USE

1 2 3 4 5 6 7 8 9 10 11 12

13 14 15 16 17 18 19 20 21 22 23 24

25 26 27 28 29 30 31 32 33 34 35 36

37 38 39 40 41 42 43 44 45 46 47 48

49 50 51 52 53 54 55 56 57 58 59 60

61 62 63 64 65 66 67 68 69 70 71 72

73 74 75 76 77 78 79 80 81 82 83 84

85 86 87 88 89 90 91 92 93 94 95 96

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697 698 699 700 701 702 703 704 705 706 707 708

709 710 711 712 713 714 715 716 717 718 719 720

721 722 723 724 725 726 727 728 729 730 731 732

733 734 735 736 737 738 739 740 741 742 743 744

745 746 747 748 749 750 751 752 753 754 755 756

757 758 759 760 761 762 763 764 765 766 767 768

769 770 771 772 773 774 775 776 777 778 779 780

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805 806 807 808

APPENDIX J
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment

SPECIAL TEST ACCOMMODATIONS

During the administration of the SELP tests, provide students allowable accommodations as appropriate. However, it is necessary to grid only the read-aloud accommodation in the student's response booklet.

LEP	SWD	Allowable Accommodations
•	•	<input type="checkbox"/> flexible schedule (includes breaks during test and multiple test sessions)
•	•	<input type="checkbox"/> group size
•	•	<input type="checkbox"/> environmental modifications (e.g., special lighting, noise buffers, use of study carrel)
•	•	<input type="checkbox"/> visual aids (e.g., magnifying glass, templates to show only one item at a time)
L	•	<input type="checkbox"/> amplification equipment (e.g., hearing aid or auditory trainer)
•	•	<input type="checkbox"/> assistance with directions (i.e., simplifying or clarifying directions)
L	•	<input type="checkbox"/> increased size of answer circles (e.g., enlarged copy of response booklet)
•	•	<input type="checkbox"/> reading in English of test items (except for English: Reading) refer to SELP response booklet, see <i>Code Other Information, Column G</i> , if the “read-aloud” accommodation was received for the reading subtest, Bubble 0. (Non-Standard)
L	•	<input type="checkbox"/> using audiotape version of test items (except for English: Reading) – Non-Standard
L	•	<input type="checkbox"/> interpreting (e.g., signing, transliteration) test items (except for English: Reading) (Non-Standard)
L	•	<input type="checkbox"/> communication board/pictorial presentation
•	S	<input type="checkbox"/> bilingual dictionary (Non-Standard)
•	•	<input type="checkbox"/> mark in test booklet or student responds verbally
L	•	<input type="checkbox"/> large diameter pencil, special pencil, pencil grip
L	•	<input type="checkbox"/> respond by word processor, typewriter
L	•	<input type="checkbox"/> augmentative communication device
L	•	<input type="checkbox"/> spelling aids: spelling checker, spelling dictionary
L	•	<input type="checkbox"/> tape recorder (pre-writing only)
•	•	<input type="checkbox"/> dictation in English to a scribe (direct writing sample only) (Non-Standard)

KEY

LEP	Limited English Proficient	SWD	Students with Disabilities
•	These accommodations are available as needed.		
L	Unless <u>also</u> identified as SWD, these accommodations are not available for LEP students.		
S	Unless <u>also</u> identified as LEP, these accommodations are not available for students with disabilities.		

NOTE: Currently, the large-print and Braille special test forms are not available in the SELP assessment.

This page may be photocopied.

APPENDIX K
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
Pre-Identification (Pre-ID) Data File Information

School Divisions that have elected to use pre-identification labels must use the following coding scheme for the creation of their Pre-ID file. Information that is not available during the creation of your file must be hand coded on the student document. Please use the coding scheme below as a supplement to the pre-ID file layout. Fields on the pre-ID file that are not addressed below are not required for the English Language Proficiency Assessment. Please note that coding on the pre-ID file will override hand coding on the student response booklet.

If you have any questions or concerns, please contact Shannon Still at 703-416-5141.

I. Demographic Information that must be included:

District (Division) Name, District (Division) Code, School Name, School Code, Grade, Student's Last Name, First Name and Middle Initial, Student Number, Date of Birth, Gender, Race/Ethnicity

II. Other Information Section of Student Response Booklet Columns A –J.
The column that corresponds to the given field position is in parenthesis.

Student ID Number – Positions 123 – 132; 177 & 178 (columns A & B)

The student ID number should be placed in field positions 123 – 132. If your students have an ID number that exceeds ten digits then please code the last two digits of the ID number in positions 177 and 178 of the Other Information fields. If there are less than 10 digits, please left justify the number and add zeros to the end. In other words, do not begin with leading zeros.

Limited English Proficiency (LEP) Level Position 180 (column D)

The following code should be included in field position 180 of the pre-Identification file

Bubble 1 = Level 1 LEP Students (required to take all four subtests)

Bubble 2 = Level 2 LEP Students (required to take all four subtests)

Bubble 3 = Level 3 LEP Students (required to take all four subtests)

Bubble 4 = Level 4 LEP Students (required to take all four subtests)

Bubble 5 = Monitor Year One LEP Students (required to take reading and writing subtests)

Bubble 6 = Monitor Year Two LEP Students (required to take reading and writing subtests)

Substitute for SOL English: Reading Test – Position 181(column E)

Bubble 0 = Yes, the reading subtest will substitute for the SOL English:
Reading test

There are two categories of students that may use the SELP as a substitute for the SOL English: Reading test. (1) LEP students at proficiency level 1 and level 2 in grades 3, 5, and 8; and (2) all LEP students regardless of their English language proficiency level in grades 3, 5, and 8 during their first year of enrollment in a U.S. school.

Number of Years Student has lived in the United States – Position 182
(column F)

Complete this column if the LEP student has been in the U.S. less than one year. Otherwise, completion of this column is optional.

Bubble 1 = 1 year or less

Bubble 2 = 2 years

Bubble 3 = 3 years

Bubble 4 = 4 years

Bubble 5 = 5 years or more

Read Aloud Accommodation Received - Position 183 (column G)

Bubble 0 = Yes, Student Received A Read Aloud Accommodation for the
reading subtest

Positions 184 – 186 (columns H – J); **Leave Blank**

III. Additional information – Positions 203 – 225 (**Leave Blank**)

APPENDIX L
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
TEST IRREGULARITY FORM

DIRECTIONS: Fax this completed *Test Irregularity Form* to:
 Virginia Department of Education, Division of Assessment and Reporting, 804-371-8978.

 Division Name

 Division and School Code (e.g., 056-0221)

 School Name

 Date

Grade Cluster (Check One)	Test Form	Subtest (Check One)
<input type="checkbox"/> Primary – K-2 <input type="checkbox"/> Elementary – 3-5 <input type="checkbox"/> Middle Grades – 6-8 <input type="checkbox"/> High School– 9-12		<input type="checkbox"/> Listening <input type="checkbox"/> Writing Conventions <input type="checkbox"/> Reading <input type="checkbox"/> Direct Writing <input type="checkbox"/> Speaking

DIRECTIONS to the Examiner and/or School Coordinator:

Describe this irregularity in the space below. Then the School Coordinator should forward this form to the DDOT for action. The School Coordinator must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity ONLY if the student needs to be retested with an alternate form.**

Description of Irregularity:

Action Taken (to be Completed by DDOT):

Irregularity was forwarded to the VDOE

☐ NO ☐ YES _____

Date

Signature of School Coordinator: _____ Date: _____

Signature of DDOT: _____ Date: _____

This page may be photocopied.

APPENDIX M
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment

SCHOOL AFFIDAVIT

Division Name: _____

School Name: _____

The school affidavit must be signed and dated by the School Coordinator, then signed and dated by the building principal, and returned to the Division Director of Testing. The Division Director of Testing must keep the signed affidavits on file.

AFFIDAVIT

I certify that, to my knowledge, no one in this building has copied, reproduced, or had improper access to the Stanford English Language Proficiency (SELP) test booklets or any questions from within the test booklets. All SELP test booklets and scorable answer documents have been returned to the Division Director of Testing.

School Coordinator Name (Printed or Typed)	School Coordinator (Signature)	Date
Building Principal Name (Printed or Typed)	Building Principal (Signature)	Date

This page may be photocopied.

APPENDIX N
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment

DIVISION AFFIDAVIT

Division Name: _____

This affidavit must be signed and dated by the Division Director of Testing and maintained in the division files. The signed and dated affidavit must be returned by fax at (804) 371-8978 to the Virginia Department of Education no later than June 15, 2004.

AFFIDAVIT

I certify that, to my knowledge, no one in the school division has copied, reproduced, or had improper access to the Stanford English Language Proficiency (SELP) test booklets or any questions from within the test booklet. All SELP test booklets, scorable answer documents, and unused answer documents have been returned to my office as directed in the administrative manual.

DDOT Name (printed or typed)	DDOT (signature)	Date

This page may be photocopied.

APPENDIX O
Virginia Department of Education
Virginia Spring 2004 Stanford English Language Proficiency
Assessment
DISPOSITION OF TEST MATERIALS

TYPE	Testing Materials	Required Signature(s)	Disposition
Scorable test materials	<ul style="list-style-type: none"> • Completed response booklets/SSIDs • Division Master File Sheet 	none	packed in cartons with white labels and shipped by UPS Next Day Air to Harcourt Assessment, Inc. San Antonio, TX
Non-scorable, secure test materials	<ul style="list-style-type: none"> • Test Booklets • Division Verification of Receipt of Testing Materials/Inventory Record • Division Re-Order Form, if used • Directions for Administering -Set of 4 Audiocassette tapes (for training) 	DDOT	retained in DDOT's file
	<ul style="list-style-type: none"> • School Verification of Receipt of Testing Materials/Re-Order Form 	School Coordinator	
Non-scorable, non-secure test re-useable materials	<ul style="list-style-type: none"> • Unused response booklets • <i>Directions for Administering</i> -Examiners 'Manuals -Speaking/Writing Training Manual 	None (Examiners)	
Required forms	<ul style="list-style-type: none"> • Examiner's/Proctor's Test Security Agreement 	Examiners/Proctors	
	<ul style="list-style-type: none"> • School Coordinator's/ Examiner's Test Booklet Transmittal Form/Affidavit 	School Coordinators/ Examiners	
	<ul style="list-style-type: none"> • School Test Security Agreement 	School Principal	
	<ul style="list-style-type: none"> • School Affidavit 	School Coordinators/ Principals	
	<ul style="list-style-type: none"> • Division Affidavit 	DDOT	faxed to VDOE at 804-371-8978 by June 15, 2004
	<ul style="list-style-type: none"> • Test Irregularity Form(s) if needed 	School Coordinators/DDOTS	submitted to DDOT within 24 hours of occurrence; if necessary, fax to VDOE
Non-scorable, non-secure test materials	<ul style="list-style-type: none"> • Voided response booklets • Unused SSIDs • Unused paper bands • Unused returned labels • Unused UPS shipping labels 	N/A	disposed of per local instructions

